Tenth Grade English Language Arts Expectations – Second Quarter

**Dear Parents,**

Your child is beginning a new unit of study in sophomore English Language Arts. For the next several weeks, he or she will be reading, discussing, and writing about several texts that explore the following essential question:

*Is it a moral obligation to practice philanthropy?*

As the holiday season approaches, we are excited that the topic of philanthropy (selfless giving) will be especially relevant to students. Your child will read several shorter texts that focus on the issues surrounding philanthropy and will write an essay that makes a claim in response to the essential question and uses evidence from these short texts to support his or her claim.

After Thanksgiving, students will read the classic novel, *A Christmas Carol,* by Charles Dickens and will practice close reading, especially analyzing the theme of the story and how the author relates that theme throughout the novel. In addition, your child will select texts for independent reading and keep a record his or her reading. It is important your child maintain a regular habit of reading.

By the end of the first quarter, your child should know and be able to do the following:

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| **READING** | **WRITING** |
| Read grade level texts closely, and explain what the text says and draw inferences to deepen understanding, supporting inferences with textual evidence | Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach. |
| Determine a theme or central idea of a text and analyze its development. | Write arguments to support claims in analysis of important topics and texts, using valid reasoning and relevant and sufficient evidence. |
| Analyze how the author’s choice of words impacts the meaning and tone | Introduce precise claims, and distinguish claims from counterclaims. |
| Explain words and phrases as they are used in the text, including figurative and connotative meanings. | Create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence. |
| Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | Develop claim(s) and counterclaim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both. |
| Provide an objective summary of the text. | Use words, phrases, and clauses to link major sections of text, create cohesion, and clarify relationships. |
| Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. | Provide a concluding statement or section that follows from and supports the argument presented. |
| Maintain a habit and record of regular independent reading | Establish and maintain a formal style and objective tone. |
| **SPEAKING AND LISTENING** | **LANGUAGE** |
| Participate in a range of text-centered discussions: | Use standard English conventions of grammar and usage.   * Use verbal phrases: gerund, participial, and infinitive phrases. * Use adverb clauses. |
| * Come to discussions prepared, having read and researched materials under study | Use standard English capitalization, punctuation, and spelling: |
| * Refer to specific parts of the text | * Use a comma to set off introductory elements |
| * Pose and respond to questions | * Punctuate quoted material (comma to set off quoted material; end punctuation of quotation; single and double quotation marks) |
| * Clarify, verify, and challenge ideas and conclusions | Determine the meaning of unknown words: |
| * Actively incorporate others in discussion | * Use context clues |
| Participate in collaborative discussions and tasks: | * Use appropriate references (print/digital) to determine meaning and word origin. |
| * Set rules for respectful discussions and decision-making | Analyze the role of figurative language (simile and metaphor) in a text and explain how it impacts meaning, and explain nuances in meaning of words with similar denotations. |
| * Work with peers to set clear goals and deadlines and individual roles as needed | Use general academic vocabulary in reading, writing, speaking, and listening for comprehension. |